

**Department of American Studies
University of Groningen**

The Americas I: The American Century and Beyond

“At the end of the [twentieth] century and of the millennium, we can no longer speak of two Americas, our Latin and their Anglo-Saxon The history that once divided us nowadays unites us.”

(Leopold Zea, Mexican philosopher)

Slot title	The Americas I
Year	1 (Bachelor)
Course title	The American Century and Beyond
Course code	LAX025P05 and LAX026P05
Academic year	2012-2013
Semester	1 (weeks 1-7 and 10-16)
Credits	5 + 5 ECTS
Format	Weekly lectures and seminars (4 hours)
Status	Mandatory
Instructors	Dr. Marietta Messmer (course coordinator); Dr. Tim Jelfs; Dr. Mark Thompson

Lecture

Monday 9.00-11.00 OBS 34.002

Seminars

Tuesday	11.00-13.00	Aweg 130, room 324	(group 3, weeks 1-7)	(Dr. Jelfs)
Thursday	9.00-11.00	H.1313.0344	(group 5)	(Dr. Thompson)
Thursday	11.00-13.00	H.1315.0048	(group 2)	(Dr. Messmer)
Thursday	13.00-15.00	H.1312.0018	(group 4)	(Dr. Messmer)
Thursday	13.00-15.00	Aweg 130, room 314	(group 3, weeks 10-16)	(Dr. Jelfs)
Thursday	15.00-17.00	H.1315.0043	(group 1)	(Dr. Jelfs)

Office Hours

Dr. Messmer's office is H.15.0312, Harmonie Bldg. (American Studies Department). Her office hour is Thursdays 15.00-16.00, or by appointment (m.e.messmer@rug.nl; office phone 050-3638439).

Dr. Jelfs' office is H.15.0309, Harmonie Bldg. (American Studies Department). His office hour is Tuesdays 15.00-16.00, or by appointment (t.jelfs@rug.nl; office phone 050-3639133).

Dr. Thompson's office is H.15.0310, Harmonie Bldg. (American Studies Department). His office hour is Mondays 11-12.00, or by appointment (m.l.thompson@rug.nl; office phone 050-3635077).

Please note that there will be no regular office hours during non-teaching periods.

Description

This course offers an interdisciplinary introduction to cultural, historical, political, social, and economic developments in the Americas from the 1890s to the present. While our main focus shall be on the United States, we shall frequently adopt a comparative, hemispheric perspective due to the U.S.'s substantial involvement in Latin America and the Caribbean during the first half of the twentieth century as well as the increasing economic, political, and military integration of the U.S., Mexico and Canada since the 1990s. We shall focus in particular on the following themes: the Spanish-American War and the rise of the U.S. as a global power; expansionism and empire; pan-Americanism and transatlanticism; U.S. diplomatic and military responses to developments in Latin America and the Caribbean; industrialization, modernization, and urbanization; multiculturalism and minorities in the Americas; the struggle for equality, rights, and social justice; labor movements and family politics in the Americas; environmental concerns; the (end of the) Cold War; Castro and the Cuban Revolution; the Vietnam War; Inter-American economic interdependencies; 9/11 and the war

on terror; the US's current cross-national and international relations and trade networks; strategies of world leadership and power.

Aims of course

- To foster a nuanced understanding of the U.S.'s current place in the world, its rise to global power, and its international influence today
- To gain insight into the intricate political, economic, and cultural interdependencies between the U.S. and Latin America (and to a lesser extent Canada) from the late nineteenth to the early twenty-first century
- To explore developments in the Americas through a variety of disciplinary lenses (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives
- To foster an understanding of the tensions between civic and ethnic versions of American nationhood, and the impact of racialized and gendered thinking on forms of imperialism
- To train students' skills in analyzing and interpreting primary sources and foster an understanding of the cultural, socio-political, and ideological work of literary and historiographical texts and cultural artefacts
- To train students' ability to evaluate arguments and recognize values, biases, and hidden assumptions that shape historical understanding
- To improve students' fluency in spoken and written English, including the ability to write argumentative essays

Learning outcomes

At the end of this course, students will get a passing grade if they can

- Demonstrate a solid understanding of the key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas from the late nineteenth to the early twenty-first century
- Have insight into the reasons for and the conflicting responses to the rise of the U.S. as a global superpower and its current role in the world
- Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives
- Analyze and interpret historiographical and literary sources as well as cultural artefacts
- Make constructive contributions to class discussions and reproduce relevant material under exam conditions
- Write short argumentative essays that offer a critical evaluation of selected primary sources and display the ability to explain the cultural, socio-political, and ideological work they perform

Requirements

This course will be conducted in a combination of lecture and seminar format. Attendance of 80% of all seminar sessions is mandatory in order to obtain credits for this course (see OER). The permissible absences should be reserved for emergencies such as a serious illness. No credits will be granted to students who miss more than 3 classes throughout the semester. Teachers must be notified of all absences in writing, preferably prior to class. All written communication is conducted through Rugmail and Nestor. Students are expected to check the Nestor site and their university email accounts at least 3 times a week.

How to prepare for classes

This course depends on each student's willingness to read and study on a regular basis, and to take an active part in discussions. To prepare effectively for each week, you should not only complete all reading assignments (background readings as well as primary sources) before the respective lecture takes place, but should also take notes and prepare comments and questions that can be raised in class. Lectures and discussions will assume your familiarity with the content of the assigned reading materials (both background readings as well as primary sources), so it is crucially important that you keep up with the readings. You are expected to contribute actively to each seminar; in addition, you may be called upon to

start the seminar by raising relevant issues about the weekly readings. Students who come to class unprepared will be marked absent.

Plagiarism

Plagiarism is a form of academic misconduct in which an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to thoughts and writings of others. However, doing so without proper acknowledgement is dishonest and a form of fraud. Therefore:

1. Whenever you use any idea derived substantially and directly from a published work, from a fellow student, or from any other source, you must explicitly acknowledge the nature and extent of your indebtedness.
2. Whenever you borrow three or more consecutive words, an original term, or a distinctive turn of phrase from a published work, from a fellow student, or from any other source, you must enclose the borrowed element in quotation marks and explicitly acknowledge your indebtedness.

Please remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Also note that research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students are referred to the American Studies *OER* for further details about plagiarism and the department's Honor Code.

The American Studies Department uses plagiarism detection software and students will be asked to submit electronic copies of their written assignments for automatic screening. Plagiarism may have serious consequences for the student, including expulsion from the course or suspension from the University. All instances of plagiarism will be referred to the Exam Board. All written work must be uploaded to Ephorus prior to grading.

Credit Value

The credit load of this course is 10 ECTS, which equals 280 hours of work (including class time, preparation, primary source analyses, and tests).

Assessment

Students will be assessed on the basis of the following:

- **Weeks 1-7:** Two short written, argumentative analyses of texts listed under “primary sources” (500 words each, with an acceptable deviation of 10%); each essay should focus on a different week. Those analyses will have to be completed and submitted **before** the respective texts will be discussed in class. You are free to choose the weeks during which to write your PSAs but the first analysis has to be handed in **by week 4** at the latest.
- **Week 9:** Exam 1 (on materials covered during weeks 1-7).
- **Weeks 10-15:** Two short written, argumentative analyses of texts listed under “primary sources” (500 words each, with an acceptable deviation of 10%); each essay should focus on a different week. Those analyses will have to be completed and submitted **before** the respective texts will be discussed in class. You are free to choose the weeks during which to write your PSAs but the first of the two analyses has to be handed in **by week 13** at the latest.
- **Week 20 (w/b 14/01):** Exam 2 (on materials covered during weeks 10-15).

Primary source analysis: For this assignment, please select one of the texts listed under “primary sources” (see the list of week-by-week readings below). First have your chosen primary source approved by your instructor. Then write a short, coherent, argumentative essay analyzing the document and its historical, social, cultural, and/or political significance. The goal of this primary source analysis is to demonstrate that you have read and analyzed the text carefully (with attention to detail) and that you understand its larger socio-cultural and political function and context. Your short essay should contain a thesis statement and can focus on some of the following questions but should

be written as a coherent text rather than in the form of separate answers to individual questions: what do we know about the text's origins, why was it written, who was the intended audience, which views and perspectives are presented, which rhetorical and/or argumentative strategies are being used, which texts/developments/events does it respond to, does it contain any hidden or explicit biases, what can this source tell us about a specific event or problem, and how does it fit into a larger historical social, cultural, or political picture?

Your grade will depend on the following aspects: your essay should contain a thesis statement and should provide an analysis (and NOT a summary) of the text in question; all your arguments should be well supported by concrete evidence (examples, quotations) from your primary source; all quotations and references should be properly documented; your analysis should be well structured and offer a smooth transition between paragraphs and ideas; in addition, you should aim for an appropriate academic style and eliminate all grammar, punctuation, and spelling mistakes as far as possible. It is not mandatory to use additional secondary sources, but if you choose to do so, all sources must be documented appropriately as well.

Please submit your analysis to Ephorus (via the Nestor site for this course) prior to the respective class. **Analyses submitted after the texts have already been discussed in class will no longer be accepted.**

Exams: Each exam will test your knowledge of the materials covered during the respective weeks (lectures and seminars) and will draw on all the reading materials as well as in-class discussions. The exams will contain analytical, essay-type questions that will test your knowledge of specific historical facts and your familiarity with the reading materials for this course as well as your insight into specific social, political, economic, and cultural problems and developments in the U.S. and Latin America from the late nineteenth to the early twenty-first century.

Grading procedure:

Weights of the assignments:

Part I:

Primary source analysis 1:	10% (weeks 2-4)
Primary source analysis 2:	10% (weeks 5-7)
Exam 1:	30% (week 9)

Part II:

Primary source analysis 3:	10% (weeks 10-13)
Primary source analysis 4:	10% (weeks 14-15)
Exam 2:	30% (week 20)

Resit Rules:

- Primary source analyses cannot be resat. You are advised to hand in your PSAs as early as possible. Those who postpone their PSAs do so at their own peril and will NOT be able to request compensatory assignments due to illness or other unforeseeable problems they may encounter.
- Those students who fail Exam 1 will resit this exam in week 21 (w/b 21/01).
- Those students who fail Exam 2 will resit this exam in week 22 (w/b 28/01).

Required texts

- **John M. Murrin et al., eds. *Liberty, Equality, Power: A History of the American People*. Wadsworth Publishing. Concise 5th edition 2011.**
- **Copies of all other texts will be made available via Nestor.**
- Additional texts may be added later on.
- For a brief survey of the cultural, political, and economic history of Latin American countries, the following texts are highly recommended:

- Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*, 7th edition (Oxford: OUP, 2010) (offers a brief but very useful and fully up-to-date country-by-country historical survey, including the Caribbean)
 - Cheryl E. Martin and Mark Wasserman, *Latin America and Its People*, 2nd edition (New York: Longman, 2008) (good survey chapters specifically focusing on social issues)
 - Lester D. Langley, *The Americas in the Modern Age* (New Haven: Yale UP, 2003) (a comparative discussion of the Americas throughout the twentieth century, roughly organized by decade and focusing on those Latin American countries that are of particular significance for the U.S.)
 - Alan McPherson, *Intimate Ties, Bitter Struggles: The United States and Latin America Since 1945* (Washington: Potomac Books, 2006) (similar to Langley in terms of organization, but with a strong focus on current developments)
- For a collection of primary documents, see Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen's Latin American Civilization: History and Society, 1492 to the Present* (Boulder, CO: Westview, 2004)

Week-by-week readings and other assignments

Week 1 (w/b Sept. 03): No lecture this week

Seminar:

Introduction to course; explanation of assignments

Week 2 (w/b Sept. 10): Lecture: Internationalizing the Study of the United States – Why and How?: Comparative, Interactionist, Hemispheric, Transatlantic, Inter-American, Global American Studies (MM)

What do we mean when we say “America”?; the historicity of nation-based thinking; overview of the various models and approaches of internationalizing American Studies; the benefits of multiple (including external) perspectives on American Studies.

Seminar:

Analyzing various models and approaches of internationalizing American Studies; why is it not enough to study the U.S. in isolation?

Readings for Lecture and Seminar:

- Carl Guarneri, “Out of Its Shell: Internationalizing the Teaching of United States History” (in *Perspectives* 35.2 [1997]: 4-8).
- David Thelen, “Making History and Making the United States” (in *Journal of American Studies* 32.3 [1998]: 373-397).
- Janice Radway, “What’s in a Name? Presidential Address to the American Studies Association, 20 November 1998” (in *American Quarterly* 51.1 [1999]: 1-32).
- Carlos Rico Ferrat, “Mexico, the Latin North American Nation” (*The Journal of American History* 86.2 [1999]: 1-11).

Week 3 (w/b Sept. 17): Lecture: The “New Empire” of Power: United States Expansionism and Military Interventions at the Turn of the Century (MT)

The US’s relation to Europe and Latin America at the turn of the century (pan-Americanism and transatlanticism); the war of 1898 and the rise of the US as global imperial power; military

interventions (1898-1933) in Haiti, the Dominican Republic, Cuba, Costa Rica, Guatemala, Honduras, Panama (Panama canal), Mexico, and Nicaragua.

Seminar:

Discussion of concrete interventions and their ideological basis; Latin American responses.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 22.
- Lester D. Langley, “The End of the Long Century”; and “The Fractured Continent, part 1” (in *The Americas in the Modern Age*, New Haven: Yale UP, 2003. 69-118).

Readings for Seminar/Primary Sources:

- José Martí, “Mother America” and “Our America” (in *Our America*, ed. Philip S. Foner, New York: Monthly Review Press, 1977. 69-94).
- José Enrique Rodó, from *Ariel* (response to 1898); Theodore Roosevelt, “Corollary to the Monroe Doctrine”; Rubén Darío, response “To Roosevelt”; and James Creelman, “Mexico’s Response” (in Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen’s Latin American Civilization: History and Society, 1492 to the Present*, Boulder, CO: Westview, 2004. 498-507).

Week 4 (w/b Sept. 24): Lecture: Immigration and Demographic Shifts Throughout the 20th Century (MM)

Survey of various immigration waves from the late 19th century onwards and concomitant debates about America’s national identity, as well as central immigration policy measures.

Seminar:

Texts chronicling positive and negative immigrant experiences by a range of different ethnic groups during different periods throughout the twentieth century; theoretical reflections on the ideal of the melting pot.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 20, p. 532-538; chapter 24, p. 646-655.

Readings for Seminar/Primary Sources:

- Horace Kallen, “Democracy versus the Melting Pot” (1915) (in Ronald H. Bayor, ed. *The Columbia Documentary History of Race and Ethnicity in America*, New York: Columbia UP, 2004. 497-503).
- Randolph Bourne, “Trans-National America” (1916) (in *Heath Anthology*, 1637-1648).
- Mary Antin, from *The Promised Land* (in *Heath Anthology*, 823-829).
- Nicholasa Mohr, “The English Lesson” (available as PDF, 21-34).
- George Kennan, “The Japanese in the San Francisco Public Schools” and “Letters to *Forverts*” (in Ronald H. Bayor, ed. *The Columbia Documentary History of Race and Ethnicity in America*, New York: Columbia UP, 2004. 471-479, 484-491).
- Francisco Gonzalo Marín, “New York from Within” and Conrado Espinosa, “The Texas Sun” (in *Herencia: The Anthology of Hispanic Literature of the United States*, ed. Nicolás Kanellos, Oxford: OUP, 2002. 341-343, 364-367).

Week 5 (w/b Oct. 01): Lecture: A Tale of Two Wars – Comparing and Contrasting World War II and the Vietnam War in U.S. History, Culture and Politics (TJ)

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 26, p.693-718; chapter 29, p.786-819

Readings for Seminar/Primary Sources:

- Frank Capra, “War Comes to America” (1945). Film. See link on Nestor.
- Che Guevara, “Message to the Tricontinental” (in Irving Louis Horowitz, et al, eds. *Latin American Radicalism: A Documentary Report on Left and Nationalist Movements*, New York: Vintage Books, 1969. 607-620) (on Vietnam as a model for guerrilla movements in LA).
- selections from Tim O’Brien, *The Things They Carried* (London: HarperCollins, 1991. 39-55, 67-80, 121-131, 139-159).
- selection of Vietnam poems (in *Heath Anthology*, 2412-2425).

Week 6 (w/b Oct. 08): Lecture: The Cold War, the Cuban Revolution, and US Foreign Policy (MM)

McCarthyism; Truman’s Cold War offensive in LA; US support for dictatorial regimes; Fidel Castro and the Cuban Revolution; Cuban vs. U.S. definitions of socialism.

Seminar:

First half on McCarthyism, second half on Cuba.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 27, p. 723-739; chapter 28, p. 752-758, p. 775-779.
- John Charles Chasteen, “Reaction” (in *Born in Blood and Fire: A Concise History of Latin America*, New York: Norton, 2006. 279-305).

Readings for Seminar/Primary Sources:

- Selections from Arthur Miller, *The Crucible* (in *Heath Anthology*, 2053-2078).
- United States Department of State “National Security Doctrine” and Fidel Castro, “History Will Absolve Me” (in Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen’s Latin American Civilization: History and Society, 1492 to the Present*; Boulder, CO: Westview, 2004. 508-509, 464-471).
- Fidel Castro, “Why We Fight” (in Rolando E. Bonachea and Nelson P. Valdés, eds. *Revolutionary Struggle 1947-1958*, Vol. 1 of *Selected Works of Fidel Castro*, Cambridge, MA: MIT Press, 1972. 364-367).
- Castro’s visions and definitions of Cuban socialism: “Economic Problems Confronting Cuba and the Underdeveloped World,” “Turn Towards Socialism: Cuba’s Socialism Proclaimed,” and “A Capitalist and Communist Development” (in *Fidel Castro Speaks*, ed. Martin Kenner and James Petras, Harmondsworth: Penguin, 1969. 25-66, 114-134, 255-268).

Week 7 (w/b Oct. 15): Lecture: Black Power and the African American Civil Rights Movement (MT)

The NAACP; W.E.B. Du Bois and Booker T. Washington; Marcus Garvey and pan-Africanism; Black Power; the Black Panthers; Malcolm X; Martin Luther King; the Ku Klux Klan.

Seminar:

Comparison of different approaches to civil rights.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 21, p. 565-568; chapter 24, p. 646; chapter 28, p. 767-773, 779-783.

Readings for Seminar/Primary Sources:

- Martin Luther King, “I Have a Dream” (in *Heath Anthology*, 2341-2344).

- Malcolm X's 1964 speech; Molefi Kete Asante, "The Afrocentric Idea"; and "Kerner Commission Report" (in Ronald H. Bayor, ed. *The Columbia Documentary History of Race and Ethnicity in America*, New York: Columbia UP, 2004. 707-718, 749-752, 793-797).
- selections from Booker T. Washington, *Up from Slavery* and W. E. B. Du Bois, *Souls of Black Folk* (in *Heath Anthology*, 870-917).
- Stokely Carmichael and Charles Hamilton, "Black Power: Its Need and Substance" (in *Black Power*, Harmondsworth: Penguin, 1967. 49-70).

Week 8 (w/b Oct. 22): Exam week, no classes, no office hours

Week 9 (w/b Oct. 29): Exam week, no classes, no office hours

→ **Exam 1 during this week; check online exam schedule for exact time and place**

Week 10 (w/b Nov. 05): Lecture: Women, Gender, Sexual and Family Politics in the Americas (MM)

The 1950s US ideal of domesticity; from the women's suffrage movement to women's rights and feminist movements; the pill and abortion rights; women's socio-political roles and the Malinche-Guadalupe gender stereotypes in Latino/a culture.

Seminar:

Focus on a selection of (controversial) issues for the U.S. and LA (on topics such as education, suffrage, birth control, abortion, food and the body, Betty Friedan's "Feminine Mystique," etc.); *marianismo* and *malinchismo* in Latino/a visual arts and popular culture; the Argentinian Mothers of the Plaza de Mayo.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 20, p. 547-548; chapter 21, p. 554-556, 563-564; chapter 24, p. 638-640; chapter 28, p. 765-766; chapter 30, p. 844-847.
- John Ward, "Women" (in Ward, *Latin America*, New York: Routledge, 2004. 115-127).
- Jane S. Jaquette, "Women in Latin American Politics: Progress Towards Gender Equity" (in *Latin America: Its Problems and Its Promise*, ed. Jan Knippers Black, Cambridge: Westview Press, 2005. 189-206).

Readings for Seminar/Primary Sources:

- Selection of short documents from Linda K. Kerber and Jane Sherron De Hart, eds. *Women's America: Refocusing the Past* (Oxford: OUP, 1991. 326-349, 356-372, 420-436, 479-493).
- Eva Perón on women's right to vote; Amanda Labarca Hubertson, "Of Man, Woman, and Time"; and Jo Fisher on Argentinian Mothers of the Plaza de Mayo (in Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen's Latin American Civilization: History and Society, 1492 to the Present*, Boulder, CO: Westview, 2004. 408-415, 471-473).
- Visual Arts: representations of the Virgin of Guadalupe and La Malinche throughout the centuries (available on Nestor).

Week 11 (w/b Nov. 12): Lecture: Inter-American Economic Interdependence (MM)

Brief history of US-LA economic relations and economic policy measures; LA shifts between capitalism and socialism; credit crisis during the 1980s; NAFTA and the Zapatista Revolt; MERCOSUR.

Seminar:

Discussion of the various economic models describing US-LA interdependence (diffusion theory vs. dependency theory; redistribution and developmentalism; the Prebisch-ECLA thesis).

Readings for Lecture:

- Thomas E. Skidmore et al., “Strategies for Economic Development” (ch. 12 of *Modern Latin America*, Oxford: OUP, 2010. 351-375).
- Luis Lorenzano, “Zapatismo: Recomposition of Labor, Radical Democracy and Revolutionary Project” (in John Holloway and Eloína Peláez, eds., *Zapatista! Reinventing Revolution in Mexico*, London: Pluto Press, 1998).

Readings for Seminar/Primary Sources:

- Raúl Prebisch on “Economic Dependency”; Emilio Pradilla Cobos on the “Death of the Mexican Economic Miracle”; Lula da Silva on neoliberalism; Steve Ellner on Venezuela and Chávez; and Subcommandante Marcos on NAFTA (in Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen’s Latin American Civilization: History and Society, 1492 to the Present*, Boulder, CO: Westview, 2004. 425-431, 439-450, 480-484).

Week 12 (w/b Nov. 19): Lecture: 9/11 and the War on Terror (TJ)

The US’s war on terror and the national security state; redefinitions of national identity and citizenship; the war in Iraq; religion and religious fundamentalism; the origins of Al-Qaeda; Abu Ghraib.

Seminar:

Discussion of causes of and responses to 9/11.

Readings for Lecture:

- Murrin, *Liberty, Equality, Power*, chapter 32.
- Juan G. Tokatlian, “South America After Iraq” (in Benjamin Keen, Robert Buffington, and Lila Caimari, eds., *Keen’s Latin American Civilization: History and Society, 1492 to the Present*, Boulder, CO: Westview, 2004. 518-522).
- Maria Ryan, “Bush’s ‘Useful Idiots’: 9/11, the Liberal Hawks and the Cooption of the ‘War on Terror’”. *Journal of American Studies*, 45 (2011), 4, 667-693.

Readings for Seminar/Primary Sources:

- Eliot Weinberger, “What I Heard About Iraq” (in *London Review of Books* 27.3 [3 Feb. 2005]).
- International Committee of the Red Cross, *Report on the Treatment of Fourteen ‘High Value Detainees’ in CIA Custody.*” Washington, 14 Feb. 2007.
- Toby Keith, “Courtesy of the Red, White, and Blue” (song, 2002).
- Tom Junod, “The Falling Man,” *Esquire* (September 2003).
- see also additional (optional) materials on Nestor, including, among others, a documentary on 9/11 and an opinion poll on torture

Week 13 (w/b Nov. 26): Lecture: The War on Drugs and the Political and Military Integration of Canada, the US, and Mexico (MM)

US national security concerns and resulting forms of current military, economic, and political cooperation between Canada, the US and Mexico; Mexico's role in the Latin American drug trafficking scene; the development of drug cartels: from Medellín to Los Zetas and La Familia.

Seminar:

Inside views on the drug business.

Readings for Lecture:

- George W. Grayson, "U.S.-Mexican Narcotics Policy: The Mérida Initiative and Beyond" and "Prospect for Mexico's Becoming a Failed State" (in *Mexico: Narco-Violence and a Failed State?*, London: Transaction Publishers, 2010. 219-265).
- Russell Crandall, from "The Evolution of U.S. Policy Towards Colombia" and "The Roots of Violence in Colombia" (in *Driven By Drugs: U.S. Policy Toward Colombia*, London: Lynne Rienner, 2002. 25-45, 77-84).
- info on El Plan Sur and the Security and Prosperity Partnership Agreement of North America (SPP) (available as PDF).

Readings for Seminar/Primary Sources:

- from Guy Gugliotta and Jeff Leen, *Kings of Cocaine: Inside the Medellín Cartel* (New York: Simon and Schuster, 1989).
- movie *City of God* (2002) (FILM 1039, available in Arts Library).
- "La Familia Enunciates Its Principles" (in George W. Grayson, *Mexico: Narco-Violence and a Failed State?*, London: Transaction Publishers, 2010. 212-213).

Week 14 (w/b Dec. 03): Party Polarization, the New Right, and U.S. Politics (TJ)

Readings for Lecture:

- Jefferson Cowie, "Nixon's Class Struggle" (in *Stayin' Alive: The 1970s and the Last Days of the Working Class* (London and New York: New Press, 2010). 125-141
- Murrin, *Liberty, Equality, Power*, chapter 30, p.821-855

Readings for Seminar/Primary Sources:

- from Barry Goldwater, *The Conscience of a Conservative* (New York: MacFadden, 1964), 9-24.
- Merle Haggard, "Okie from Muskogee" (1969). See link on Nestor.
- Shanto Iyengar and Richard Morin, "Red Media, Blue Media", *Washington Post*, May 3 2006.
- E.J. Dionne, Jr. "Polarized by God? American Politics and the Religious Divide" (in Pietro S. Nivola and David W. Brady, eds., *Red and Blue Nation? Characteristics and Causes of America's Polarized Politics* (Washington D.C.: Brookings Institution Press, 2006). Available as an e-text through the Rug library catalogue.

Week 15 (w/b Dec. 10): Lecture: Environmental Disasters: Hurricane Katrina; Hurricane Mitch; and The Deepwater Horizon Oil Spill (MT)

How "natural" are natural disasters? (Reasons for) political responses and failures.

Seminar:

Discussion of specific causes, consequences, and responses.

Readings for Lecture:

- from Douglas Brinkley, *The Great Deluge: Hurricane Katrina, New Orleans, and the Mexican Gulf Coast* (New York: Morrow, 2006).

- David Stea and G. Shane Lewis, “Harmonizing and Disharmonizing Human and Natural Environments” (in *Latin America: Its Problems and Its Promise*, ed. Jan Knippers Black, Cambridge: Westview Press, 2005. 59-76).
- Lise Sedrez, “Environmental History of Modern Latin America” (in Thomas H. Holloway, *A Companion to Latin American History*, Oxford: Blackwell, 2008. 443-460).
- infos on <http://www.hurricanemitch.com/> and www.hurricanearchive.org.

Readings for Seminar/Primary Sources:

- Sean Flynn, “Boom,” *GQ* (July 2010).
- Columns by Chris Rose in *The New Orleans Times-Picayune*, fall 2005.
- George W. Bush’s speech in New Orleans, September 2005.
- Barack Obama’s address on the BP Oil Spill, June 2010.
- see also links on Nestor.